THE SHANGHAI SMIC PRIVATE SCHOOL 上海市民办中芯学校
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# SMIC-I Counselor High School

| REPORTING STRUCTURE | | | |
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| *Job Family* | School | *Center* | School |
| *Report To* | SMIC-I Director of Counseling | *Division* | SMIC-International Division |
| *Job Title* | SMIC-I Counselor High School | *Department* | K-12 |
| *Approved By* | Principal of International Division | *Section* | Counseling Department |
| *Revision No/Date* | SMIC-I Counselor HS Updated November 2026 | | |

| POSITION DESCRIPTION | |
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| **Job Purpose** | Contributes toward building a world-class SMIC-I through high school counseling while actively contributing to our students and school through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy. |
| **Successful SMIC Private School educators have …** | • Passion about bringing quality education to students that includes …<br>  ○ love for education<br>  ○ consistently operating with a commitment to positivity, excitement, and creative problem-solving<br>  ○ respect for working in a multicultural environment where multiple work styles are valued and celebrated<br>  ○ being a caring contributor who brings enjoyment to the workplace<br>• Team spirit commitment that includes …<br>  ○ a can-do attitude<br>  ○ respect for genuine joyful collaboration<br>  ○ dedication to positive and supportive interpersonal relationship skills<br>  ○ willingness to take initiative<br>  ○ desire for transparency<br>  ○ ability to take direction easily when needed<br>  ○ willingness to make personal sacrifices for the greater school-wide good<br>  ○ committed to working in a team-based teaching environment where flexibility and collaboration are key<br>• Strong work ethic values that include …<br>  ○ high standards of quality<br>  ○ effective organizational skills<br>  ○ being self-directed<br>  ○ ability to multitask<br>  ○ comfort with big picture concepts while being detail-oriented when implementing school plans<br>  ○ serving as a strong positive role model for students at all times<br>• Responsible outlook includes …<br>  ○ a sense of ownership and reliability in getting the job done correctly to the end<br>  ○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed |

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| **Job Duties** | **Counseling Duties**<br>• Provide counseling support (both guidance and personal to individuals or groups) primarily in grades 9-12 in coordination with the staff and parents/families (but could include other SMIC grades K–12 during emergency/urgent situations)<br>• Be active and accessible in MHS and GAP classrooms (as assigned), as well as the campus, and counseling office<br>• Active engagement in all facets of the college search/applications/admissions process under the guidance of the Counseling Director for SMIC-I and GAP juniors and seniors<br>• Help students gain greater awareness building HS career profiles that support application to world-class colleges and universities<br>• Uploading college/university recommendation letters and transcripts to systems applications<br>• Networking with college admissions offices<br>• Helping compile data/statistics on college/university acceptances and matriculation, etc.<br>• Keeping the Vice Principal of MHS and the Counseling Director apprised of counseling situations of students<br>• Collaborate productively, under the guidance of the K-12 Counseling Director, with the MHS Counseling staff to coordinate the HS counseling workload, which includes standard testing administration and proctoring<br>• Be a positive and active member of the Counseling Department team to meet K-12 Counseling needs, including taking part in required department (and other) meetings<br>• Counseling students in group guidance and individual counseling sessions, including helping students to develop an awareness of diversity while recognizing their unique individuality and potential<br>• Counsel students in character building, social-emotional well-being, career development, guidance counseling, and specific learning support needs<br>• Meet with parents and teachers when necessary to develop interventions for students with academic or emotional/behavioral needs<br>• Proactively cooperate with teachers and staff as a means of addressing counseling concerns about students in essential areas, including personal, social, character, educational, career, and interest development<br>• Organize and lead support teams made up of the parents/family, staff involved with the student, and sometimes including the student themselves to assure students who face extreme challenges receive proper support in their academic, personal, social/emotional needs<br>• Serve on HS Student Support Team (SST) meetings for students facing persistent ongoing social, emotional, or academic problems that standard interventions aren't adequately addressing<br>• Following appropriate school confidentiality procedures concerning topics about sensitive student and personnel issues for conversations, record keeping (student files and PowerSchool, and other school reporting systems)<br>• Maintain and update MHS student files using PowerSchool and other school required reporting methods<br>• Work with the Child Protection Officer (CPO) and the Child Protection Team when needed for high school students in grades 9 to 12<br>• Maintaining a professional demeanor that is both caring and neutral while working with student issues and urgent situations and in modeling such conduct to other staff, students, and families<br><br>**Classroom Duties**<br>• Life Skills<br>o Teach weekly Life Skills for HS classes as assigned<br>o Plan and prepare lessons weekly for all assigned classes based on the school's life skills curriculum, including occasional topics as needed as assigned<br>o Maintain Atlas curriculum units for life skills classes for HS |

- Help students gain greater awareness of building HS career profiles that support the school's college application program

- General Counselor Teaching Duties
  - Closely follow the SMIC-I "Curriculum, Instruction, and Textbook Policy" as is appropriate for the Chinese context
  - Update and maintain Atlas curriculum units for life skills classes
  - Prepare effective and diverse classroom lessons to implement the school's Life Skills curriculum following the school's accepted methods
  - Design authentic subject assessments and measure their effectiveness in meeting curricular goals
  - Differentiate lesson plans to meet the needs of both struggling and advanced students
  - Teach students who have specific learning, social, or emotional/behavioral needs
  - Advise students academically, particularly those with strong academic challenges
  - Collaborate with high school grade level teams offering a counseling perspective in planning, teaching, and assessing units
  - Collaborate with grade-level team to plan, teach, and assess interdisciplinary units when expected
  - Meet with parents and teachers when necessary to develop interventions for students with academic or emotional/behavioral needs

**Additional Counselor Role Duties**

- Help update the high school profile
- Assist with standardized testing as directed (e.g., MAP, WrAP, PSAT, SAT, ACT, and possibly AP), including taking care of administrative functions as assigned [such as proctoring, paperwork, and money collection (as necessary) for testing fees, closely following explicit instructions in test administration, etc.]
- Support the work of the Counseling Department's initiatives, including supporting the Academic Recovery Program, etc.
- Remain available to assist with discretionary counseling duties (inclusive of testing) and emergencies as assigned by the Counseling Office Director and ES/MHS administration
- Offer professional development presentations on counseling-related topics periodically at faculty meetings

**General Staff Duties**

- Comfortable working with advanced motivated students who have strong academic backgrounds
- Positively and productively collaborate with all staff
- Actively and positively promote the school's "Expected School-wide Learning Results" (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character
- Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the *SMIC Staff Handbook*
- Maintain and update timely student records including (class webpages, grading homework, grade books, progress reports, report cards, student attendance, and other required documents)
- Create an engaging and organized learning space (classroom and office) for students
- Actively fulfill assigned supervision duties, which could include passing period duty, lunch duty, study hall assignments, etc.
- Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child's learning and social-emotional needs
- Proactively meet and communicate with parents/guardians, students, and other teachers when necessary to develop interventions for students with academic, emotional/behavioral, or other needs

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| | • Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.)<br>• Carry out student supervision duties as assigned<br>• Serve as a departmental substitute when needed<br>• Assist with additional duties as assigned |
| **Organization and Communication Skills** | • Demonstrates a strong positive commitment toward school improvement<br>• Knowledgeable about the K-12 American-style education system and how secondary school-level counseling and instruction integrates into it<br>• Comfortable working in a school that integrates Chinese- and American-style educational philosophies, especially in a Chinese private school context<br>• Comfortable with computers for school-related purposes, including PowerSchool, Rubicon Atlas, Canvas, email, and Microsoft Office programs<br>• Desires to actively engage in professional development opportunities as provided by the school or through individual initiative<br>• Flexible and culturally sensitive in adapting to a multicultural environment with school community members (students, staff, and families) of many nationalities<br>• Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds<br>• Positively and proactively communicate with parents/families and students<br>• Works effectively with students who exhibit near English proficiency<br>• Patient in working with members of the school community calmly and positively in tense, high-pressure situations, including the following chain of communications command<br>• Fluent in both oral and written English at a highly professional standard |
| **Research-based Best Practices Guiding SMIC-I Frameworks** | • *Mindset: The New Psychology of Success*. Carol S. Dweck. Random House. 2006<br>• *Understanding by Design*, Grant Wiggins & Jay McTighe. ASCD. 2005 |

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| **Education and Work Experience Requirements** | • Bachelor's degree required in a counseling or psychology education-related field, but bachelors' degrees in related fields (such as psychology or counseling) along with a teaching or counselor license is considered with at least 2-years prior full-time counseling or teaching experience in a regular secondary school<br>• Currently possess valid teaching and counseling licenses/certificates<br>• At least 2-years related full-time psychology teaching experience in a regular secondary school setting<br>• Evidence of current relevant professional development, especially in counselor or psychology education |
| **Signatures** | • I have been provided a copy of this job description which I have reviewed.<br><br>X _____ X _____<br>Employee Printed Name<br><br>X _____<br>Date<br><br>• As the school's designated representative, I have reviewed this job description with the employee assigned to this role listed above.<br><br>X _____ X _____<br>Official School Designee Printed Name<br><br>X _____<br>Date |